

Syllabus

Course Overview

Supervisory roles in the field of addiction encompass responsibilities that overlap with areas of management as well as clinical supervision. This reflects the reality that program managers often have a range of responsibilities for both the staff they supervise and the treatment programs they lead (Bogo, Paterson, Tufford, & King, 2011). Additionally, these responsibilities are reflected in the Addictions Professionals Ethical Standards of NAADAC/NCC (The Association for Addiction Professionals/National Certification Commission) In our course, we will explore the intersection of traditional clinical supervision theory and program management responsibilities.

Clinical leadership roles in the addiction field can present opportunities to review and develop interventions that impact the delivery of services. An organized approach to researching specific challenges will be presented as we explore program evaluation. Our course project will offer a chance to connect issues in supervision with program evaluation. The fabric of the entire treatment program can be strengthened when administrative responsibilities and clinical supervision are effectively woven together.

The project will also offer the opportunity to explore how tapping methods and models of supervision can be used to address challenges common to addiction treatment settings using a formal program evaluation process. High rates of staff turnover and mandated evidenced based interventions are two examples of challenges that we will address through application of program evaluation strategies.

References

Bogo, M., Paterson, J., Tufford, L., & King, R. (2011). Supporting front-line practitioners' professional development and job satisfaction in mental health and addiction. *Journal of Interprofessional Care*, 25(3), 209–214.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Examine the supervisor models that support the professional development of those working in the field of addiction.
- 2 Apply current professional and ethical standards to the supervisory role.
- 3 Utilize program evaluation strategies to engage in ongoing program development and quality assurance.
- 4 Assess supervisees' professional development, cultural competence, and proficiency in addiction counseling.
- 5 Evaluate administrative policies and procedures that support regulatory compliance and supervisory best practices.
- 6 Communicate in a manner that is scholarly, professional, and consistent with the expectations of addiction professionals.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Amodeo, M., Lundgren, L., Fernanda Beltrame, C., Chassler, D., Cohen, A., & D'Ippolito, M. (2013). [Facilitating factors in implementing four evidence-based practices: Reports from addiction treatment staff](#). *Substance Use and Misuse*, 48(8), 600–611.
- Amodeo, M., Storti, S. A., & Larson, M. J. (2010). [Moving empirically supported practices to addiction treatment programs: Recruiting supervisors to help in technology transfer](#). *Substance Use and Misuse*, 45(6), 968–982.
- Astramovich, R. L., & Hoskins, W. J. (2013). [Evaluating addictions counseling programs: Promoting best practices, accountability, and advocacy](#). *Journal of Addictions and Offender Counseling*, 34(2), 114–124.
- Bogo, M., Paterson, J., Tufford, L., & King, R. (2011). [Supporting front-line practitioners' professional development and job satisfaction in mental health and addiction](#). *Journal of Interprofessional Care*, 25(3), 209–214.
- Brooks, C. T., Patterson, D. A., & McKiernan, P. M. (2012). [Group supervision attitudes: Supervisory practices fostering resistance to adoption of evidence-based practices](#). *The Qualitative Report*, 17(1), 191–199.
- Corey, G., Haynes, R., Moulton, P., & Muratori, M. (2010). *Clinical supervision in the helping professions: A practical guide (2nd ed.)*. Alexandria, VA: American Counseling Association.
- Culbreth, J. R., & Cooper, J. B. (2008). [Factors impacting the development of substance abuse counseling supervisors](#). *Journal of Addictions and Offender Counseling*, 29(1), 22–35.
- Davidson, E. J. (2005). *Evaluation methodology basics: The nuts and bolts of sound evaluation*. Thousand Oaks, CA: Sage.
- Garner, B. R., & Hunter, B. D. (2014). [Predictors of staff turnover and turnover intentions within addiction treatment settings: Change over time matters](#). *Substance Abuse: Research and Treatment*, 8, 63–71.
- Knudsen, H. K., Ducharme, L. J., & Roman, P. M. (2008). [Clinical supervision, emotional exhaustion, and turnover intention: A study of substance abuse treatment counselors in the Clinical Trials Network of the National Institute on Drug Abuse](#). *Journal of Substance Abuse Treatment*, 35(4), 387–395.
- Laschober, T. C., de Tormes Eby, L. T., & Sauer, J. B. (2013). [Effective clinical supervision in substance use disorder treatment programs and counselor job performance](#). *Journal of Mental Health Counseling*, 35(1), 76–94.
- Moscoso, S. C., Chaves, S. S., Vidal, M. P., & Argilaga, M. T. (2013). [Reporting a program evaluation: Needs, program plan, intervention, and decisions](#). *International Journal of Clinical and Health Psychology*, 13(1), 58–66.
- Schütz, C., Linden, I. A., Torchalla, I., Li, K., Al-Desouki, M., & Krausz, M. (2013). [The Burnaby Treatment Center for Mental Health and Addiction: a novel integrated treatment program for patients with addiction and concurrent disorders: Results from a program evaluation](#). *BMC Health Services Research*, 13, 288.
- West, P. L., & Hamm, T. (2012). [A study of clinical supervision techniques and training in substance abuse treatment](#). *Journal of Addictions and Offender Counseling*, 33(2), 66–81.

- Wong, L. C. J., Wong, P. T. P., & Ishiyama, F. I. (2013). What helps and what hinders in cross-cultural clinical supervision: A critical incident study. *The Counseling Psychologist*, 41(1), 66–85.

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Projects

Project >>Final Program Evaluation

Project Overview

Your four assignments for this course will guide you through the process of program evaluation from a supervisory perspective. In the first assignment, Supervisory Principles, you will identify supervisory principles that are consistent with best practices in addiction treatment and apply them to specific scenarios that have been provided to you. Once you approach your second assignment, Needs Assessment, the scenarios will be expanded to provide you access to the kind of information necessary for beginning a program evaluation. These scenarios are designed to mimic common situations found in addiction treatment environments. Your third assignment, Program Intervention, will give you an opportunity to address a dilemma common to the field via an assessment-informed intervention of your own design. Finally, the Program Evaluation Final Project affords you the opportunity to incorporate instructor feedback into an end-to-end program evaluation, applied to your chosen scenario.

Unit 1 >> Themes in Supervision

Introduction

Supervision in the helping professions revolves around the strength of the relationship between the supervisor and supervisee and a strong appreciation for the complex range of roles that are part of the supervisory process (Corey, Haynes, Moulton, & Muratori, 2010). To the degree that the relationship is grounded in trust and mutual respect, significant benefits can accrue to both supervisees and the clients served. While many clinicians can readily describe negative experiences, exploring the potential for this relationship is key. We will explore how an example of poorly applied supervisory skills undermines the confidence and development of a supervisee.

In this unit, we explore how clinical supervision has evolved in the human services field over time. Fortunately, the field has moved away from blurring the lines by being a therapist to a supervisee and toward providing structured feedback to help supervisees develop professionally. The roles a supervisor takes on to support the professional growth of their supervisees involves both traditional administrative tasks such as oversight and evaluation of job tasks to the more nuanced roles in application of theory and clinical risk management.

Reference

Corey, G., Haynes, R., Moulton, P., & Muratori, M. (2010). *Clinical supervision in the helping professions: A practical guide*. Alexandria, VA: American Counseling Association.

Learning Activities

u01s1 - Themes in Supervision

Readings

Use the Capella University Library to complete the following:

- In *Clinical Supervision in the Helping Professions*:
 - Read Chapter 1, "Introduction to Supervision," on pages 1–18.
 - Read Chapter 2, "Roles and Responsibilities of Supervisors," on pages 21–41.
 - Read Chapter 3, "The Supervisory Relationship," on pages 51–72.

Multimedia

View the [Supervision Scenario 1](#) video presentation. You will refer to this video in this unit's second discussion.

u01s2 - Using SafeAssign

In this course, you are required to use the SafeAssign source matching tool to analyze your coursework in specified assignments or discussions. In preparation for using SafeAssign in this course, refer to the [SafeAssign](#) resources on Campus to see more information and instructions for using the tool.

Submitting Your Drafts to SafeAssign

Use the SafeAssign draft option to check your writing to ensure that you have paraphrased, quoted, and cited your sources appropriately. Run a SafeAssign report, saving your document as a draft.

u01d1 - Supervisor or Manager?

Based on your readings this week, what is the difference between a clinical supervisor and a program manager? What might be the implications of this differentiation for effective supervision in addiction treatment environments?

Response Guidelines

Respond to at least two other learners in a manner that advances the discussion in a meaningful way. Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Supervision: What Not to Do

Refer to *Supervision Scenario 1* in this unit's studies. Based on your readings for this week, what do you find problematic about this supervisor's interaction with her supervisee? What might the implications be for this relationship or for the effectiveness of the clinic? What other observations do you have about this vignette? Be certain to cite the assigned readings or other scholarly sources to support your position.

Response Guidelines

Respond to at least two other learners in a manner that advances the discussion in a meaningful way. Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 >> Models and Methods of Supervision

Introduction

Supervisory models and methods provide guidance to shape the supervisory relationship and develop the potential for supervisors. The models we will explore apply to clinicians across the helping professions. The developmental models (Corey, Haynes, Moulton, & Muratori, 2010), can be particularly applicable to the wide range of professional skill development that a supervisor may encounter while supervising addiction professionals.

West and Hamm (2012) point out how the field of addictions evolved in the United States to embrace paraprofessionals who may have more personal experience than formal training. As the field has developed, an emphasis upon formal graduate training to develop both clinical and supervisory skills has emerged. Capella's Addiction Studies Program and this course serve as examples of this trend.

The methods of supervision include the use of live supervision of a supervisee conducting a session with a client or the review of a recorded session. Being observed or recorded can change how someone behaves sometimes due to the anxiety of being watched, but it is difficult to assess someone's skills without direct observation. Exploring ways to protect a client's confidentiality while providing direct observation can be challenging in addiction treatment settings. Considerations for the application of supervision methods will be explored.

References

Corey, G., Haynes, R., Moulton, P., & Muratori, M. (2010). *Clinical supervision in the helping professions: A practical guide*. Alexandria, VA: American Counseling Association.

West, P. L., & Hamm, T. (2012). A study of clinical supervision techniques and training in substance abuse treatment. *Journal of Addictions and Offender Counseling*, 33(2), 66–81.

Learning Activities

u02s1 - Models and Methods of Supervision

Readings

Use the Capella University Library to complete the following:

- In *Clinical Supervision in the Helping Professions*:
 - Read Chapter 4, "Models of Supervision," on pages 73–93.
 - Read Chapter 5, "Methods of Supervision," on pages 95–118.
- Read West and Hamm's 2012 article, "[A Study of Clinical Supervision Techniques and Training in Substance Abuse Treatment](#)," from *Journal of Addictions and Offender Counseling*, volume 33, issue 2, pages 66–81.

u02s2 - Assignment Preparation: Supervisory Principles

In Unit 3, your first assignment for the course will ask you to apply a method or model of supervision to one of two common challenges in addiction treatment settings. Choose one of the scenarios listed below and read the associated articles as a starting point in preparing for and completing this assignment. The scenario you choose will be the basis for all your assignments in this course (in Units 3, 5, 7, and 9).

Scenario 1: Imaleavin Addiction Treatment

Use the Capella University Library to complete the following:

- Read Garner and Hunter's 2014 article, "[Predictors of Staff Turnover and Turnover Intentions Within Addiction Treatment Settings: Change Over Time Matters](#)," from *Substance Abuse: Research and Treatment*, volume 8, pages 63–71.
- Read Knudsen, Ducharme, and Roman's 2008 article, "[Clinical Supervision, Emotional Exhaustion, and Turnover Intention: A Study of Substance Abuse Treatment Counselors in the Clinical Trials Network of the National Institute on Drug Abuse](#)," from *Journal of Substance Abuse Treatment*, volume 35, issue 4, pages 387–395.

Imaleavin is experiencing a high rate of staff turnover. Over the past five years, the annual staff turnover has increased from twenty to fifty percent as the agency and range of services has expanded. Imaleavin was founded by a partnership between a psychologist, Dr. Sylvia Smart, and an entrepreneur, Bob Money. When they opened their doors 10 years ago, they had a staff of 15. The agency focused on outpatient services with a variety of treatment groups held primarily in the evening. It was not particularly concerning when two or three staff members left for other opportunities each year.

Five years ago, Bob decided it was time to expand. Imaleavin's reputation in the community was well established, and he was convinced that expanding the range of services offered would bring in more clients and revenue allowing them to purchase their own building and expand to offer a range of services from detox to extended recovery support. Dr. Smart reluctantly agreed, but insisted that they add a medical director to their staff, Dr. Rude, to oversee the medically supervised detox and pharmacological interventions. The agency and staff doubled in size in those five years.

Dr. Smart recognized that the expansion represented a significant change for the agency and several staff objected to the introduction of replacement therapy and left before the expansion even began. She anticipated that once new staff members committed to the new programs were recruited, the typical annual turnover rate of 20 percent would resume. Alarming, staff continued to leave at increasing rates each year for the next five years. Dr. Smart has convinced Bob that conducting a program evaluation is critical to understanding the turnover of staff and developing strategies to address it. Bob recognized that staff turnover damaged their reputation. The expense of bringing in outside consultants could be offset by reduced costs for staff training. Bob is wounded that his dream is not being embraced, but agreed to allow your staff to review data on hiring and retention to gain insights. He has also agreed to have your staff conduct exit interviews to gain data that may not be revealed by numbers.

Scenario 2: Stuckinmyways Addiction Center

Use the Capella University Library to complete the following:

- Read Amodeo, Storti, and Larson's 2010 article, "[Moving Empirically Supported Practices to Addiction Treatment Programs: Recruiting Supervisors to Help in Technology Transfer](#)," from *Substance Use and Misuse*, volume 45, issue 6, pages 968–982.
- Read Brooks, Patterson, and McKiernan's 2012 article, "[Group Supervision Attitudes: Supervisory Practices Fostering Resistance to Adoption of Evidence-Based Practices](#)," from *The Qualitative Report*, volume 17, issue 1, pages 191–199.

State mandated evidenced-based interventions have proven to be a challenge for Stuckinmyways Addiction Center. A New Intervention (NI) was introduced three years ago statewide with full implementation required this year. Local training sessions were held every six months to explain the adoption of NI expected for state-funded agencies. All Stuckinmyways staff were required to complete the training. A recent state audit has revealed that few charts reviewed at Stuckinmyways contained required documentation for NI initiating a formal review process. A formal visit from the state next year could jeopardize the center's state contract and funding. The clinical director, Ida Dapt, is deeply concerned.

Ida is painfully aware that her staff was not particularly motivated to adopt the NI. Some staff members were more vocal than others in expressing resistance to change, but the introduction of NI seemed to proceed without major objections. Her own audit of client charts 10 months ago reflected relatively consistent adoption of NI procedures across programs. Ida made herself perfectly clear to the staff members whose charting did not reflect NI that it was mandatory. Why did implementation decline rather than improve? She made it perfectly clear that everyone's job was on the line!

In consultation with the executive director, Wanda Sonice, Ida has agreed that an outside consultant is needed to help her identify how the attempts to implement NI derailed. Wanda is deeply concerned about Ida's supervisory approach, but lacks the information needed to provide clear direction. She would like you and your team to help collect relevant data to recommend strategies for Ida and other managers to improve implementation of NI.

u02d1 - Supervision Models

Use the readings to identify unique demands of supervisors in addiction treatment settings.

- Describe a specific model of supervision and discuss how it could be applied to support the professional development of an early career addiction professional.
- Explain how the selected model would help to address the unique demands identified.

Response Guidelines

Respond to at least two other learners in a manner that advances the discussion in a meaningful way. Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand.

Course Resources

Graduate Discussion Participation Scoring Guide

u02d2 - Supervision Methods

Consider specific methods of supervision such as cotherapy or use of recordings.

- What may be important considerations for applying this in an addiction setting?
- Identify specific challenges that may need to be addressed such as confidentiality.
- Suggest an alternative method that may present fewer challenges and explain why it may be a better fit in some treatment settings.

Response Guidelines

Respond to at least two other learners in a manner that advances the discussion in a meaningful way. Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 3 >> Multicultural and Ethical Implications for Supervision

Introduction

The importance of the supervisory relationship and centrality of trust emerges as a key aspect for multicultural supervision (Wong, Wong, & Ishiyama, 2012). We noted how important trust is in establishing the supervisory relationship in Unit 1, and this unit highlights how it is even more relevant when there are multicultural differences between supervisors and supervisees. Key supervisory skills that create a positive relationship take on a heightened importance when cultural considerations are added.

Similarly, the ethical issues related to supervision highlighted in our text (Corey, Haynes, Moulton, & Muratori, 2010) can also hinge on maintaining a strong relationship that respects the autonomy of the supervisee. Exploring how multiple relationships can complicate and undermine the supervisory relationship is particularly relevant in the field of addictions where the same community of professionals may work together and seek support within the same network. In small communities, it may be hard to avoid multiple relationships so managing the boundaries through clear communication takes on even more importance.

References

Corey, G., Haynes, R., Moulton, P., & Muratori, M. (2010). *Clinical supervision in the helping professions: A practical guide*. Alexandria, VA: American Counseling Association.

Wong, L., Wong, P., & Ishiyama, F. (2012). What helps and what hinders in cross-cultural clinical supervision. *The Counseling Psychologist, 41*(1) 66–85.

Learning Activities

u03s1 - Multicultural and Ethical Implications for Supervision

Readings

Use the Capella University Library to complete the following:

- In *Clinical Supervision in the Helping Professions*:
 - Read Chapter 6, "Becoming a Multiculturally Competent Supervisor," on pages 121–141.
 - Read Chapter 7, "Ethical Issues and Multiple Relationships in Supervision," on pages 143–170.
- Read Wong, Wong, and Ishiyama's 2012 article, "[What Helps and What Hinders in Cross-Cultural Clinical Supervision](#)," from *The Counseling Psychologist*, volume 41, issue 1, pages 66–85.

u03a1 - Supervisory Principles

Note: Be sure to use the u03a1 Supervisory Principles Template (located in the Resources) to complete this assignment.

Refer back to the scenarios and associated readings in Unit 2. You should have chosen one scenario to consider for all of your assignments in this course, including this one. Once you have decided which scenario to work from, complete the following:

- Identify fundamental supervisory issues that are relevant to your selected scenario. Differentiate these from other leadership concerns or external issues that might be present. Focus only on supervision-related issues for the purposes of this assignment.
- What kinds of supervisory models and methods that you have read about in this course are applicable to your scenario? Apply the identified models of supervision to the issues raised in the scenario. How would effective supervision help to mitigate the challenges presented?
- Consider the related ethical implications that must be addressed in the application of your identified model or method of supervision.
- Suggest appropriate administrative policies and procedures to employ in the implementation of these models or methods. What federal guidelines for the delivery of addiction treatment services (such as HIPAA) may be applicable?

Submit the following document for this assignment:

1. Submit your assignment using the following file naming format: YourName-UnitNumber-AssignmentTitle (example: ImaLearner-Unit3-SupervisoryPrinciples).

Submission Requirements

To successfully complete this assignment, you must meet the following requirements:

- **Written communication:** Written communication must be grammatically correct and free of errors that detract from the overall message. Writing should be consistent with graduate level scholarship.
- **APA formatting:** Title page, main body, and references should be formatted according to APA (6th edition) style and formatting.
- **Number of resources:** Minimum of three scholarly resources.
- **Length of paper:** 3–4 typed, double-spaced pages. No abstract or table of contents is required.
- **Font:** Times New Roman, 12 point.

Course Resources

[u03a1 Supervisory Principles Template](#)

[APA Style and Format](#)

[Get Critical Search Skills](#)

u03d1 - Conflict and Cultural Values in Supervision

Develop an example of how a conflict may arise from a difference between cultural values of a supervisor and supervisee. What strategies from our readings could be applied to support a collaborative supervisory relationship that recognizes and addresses the differences effectively?

Response Guidelines

Respond to at least two other learners in a manner that advances the discussion in a meaningful way. Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand.

Course Resources

Graduate Discussion Participation Scoring Guide

u03d2 - Dual Relationship

Clinical Supervision in the Helping Professions outlines a model for ethical decision making in Chapter 7 "Ethical Issues and Multiple Relationships in Supervision," on pages 146–148. Apply steps from this model to the following scenario:

You have recently been hired in a supervisory position in a new clinic. As you begin introducing yourself to your supervisees, you discover that one of them is a member of a self-help group you attend.

- What ethical standards are relevant to consider?
- Highlight the specific steps in the model that are the most pertinent to the scenario.

Response Guidelines

Respond to at least two other learners in a manner that advances the discussion in a meaningful way. Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand.

Course Resources

Graduate Discussion Participation Scoring Guide

[Clinical Supervision in the Helping Professions](#)

Unit 4 >> Program Development and Quality Assurance

Introduction

Program managers in the field of addictions typically have traditional supervisory responsibilities such as evaluation and training of staff. In addition, program managers can make an impact by engaging in program development to strengthen programs they oversee. Making a program stronger implies methods to measure effectiveness are needed. Measuring effectiveness can be far more complex than simply counting individuals that remain abstinent over time after treatment. Astramovich and Hoskins (2013) challenge us to consider the value of program evaluation which we will explore in detail throughout the remaining units of our course and in our course project. Having knowledge of how to evaluate programs is the first barrier to overcome.

The advantages that can be gained through program development significantly outweigh the challenges to gathering the data. Being able to present clear evidence that treatment works to key stakeholders can hold great value. Helping the potential clients and their families recognize the value in seeking treatment and advocating for funding offers compelling motivation to learn how to measure and monitor the quality of addiction programs. Few addiction professionals may feel drawn or qualified to engage in this process (Astramovich and Hoskins, 2013), but those who develop the skills to engage in program evaluation can make a difference for the clients they serve and the addiction field.

References

Astramovich, R. L., & Hoskins, W. J. (2013). Evaluating addictions counseling programs: Promoting best practices, accountability, and advocacy. *Journal of Addictions and Offender Counseling*, 34(2), 114–124.

Learning Activities

u04s1 - Program Development and Quality Assurance

Readings

Use the Capella University Library to complete the following:

- Read Astramovich, and Hoskins's 2013 article, "[Evaluating Addictions Counseling Programs: Promoting Best Practices, Accountability, and Advocacy](#)," from *Journal of Addictions and Offender Counseling*, volume 34, issue 2, pages 114–124.
- Read Chapter 1, "What Is Evaluation?" of [Evaluation Methodology Basics: The Nuts and Bolts of Sound Evaluation](#), pages 1–13 .

Multimedia

View the [Timeline of Program Evaluation](#) interactive media.

View the [Program Evaluation Process](#) interactive media. You will refer to this piece in this unit's second discussion.

u04s2 - Assignment Preparation: Needs Assessment

The second component of your course project, Needs Assessment, is due in Unit 5. Review the course project information as well as the Unit 5 assignment description and scoring guide to understand the requirements of this assignment.

u04d1 - Needs Assessment

The availability and access to treatment can vary for different populations based upon their socioeconomics, race, age, or gender.

- Identify potential barriers to access treatment for a specific population.
- What key factors would be included in a needs assessment and how would they be measured?
- Look to our assigned readings and additional scholarly sources as needed to support your analysis.

Response Guidelines

Respond to at least two other learners in a manner that advances the discussion in a meaningful way. Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d2 - Key Evaluation Checklist

The reading in *Evaluation Methodology Basics*, outlines the Key Evaluation Checklist as a structured approach to program evaluation. In the following scenario, identify the evaluand and outline the four phases of the evaluation process described in the *Program Evaluation Process* media piece.

The addiction clinic in Anytown is experiencing a particularly high rate of readmissions for treatment. While having clients return to treatment has not been unusual in the past, the rate at which clients are being readmitted has caught the attention of the clinical director as she scans the client list and sees names repeating. She is worried that their treatment programs are experiencing a decline in effectiveness. Some staff pointed out that some clients do not return to the same program and are assigned by intake to a more intensive program for those who relapse, but other clients are re-enrolled in aftercare services after a break in treatment.

Response Guidelines

Respond to at least two other learners in a manner that advances the discussion in a meaningful way. Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 5 >> Program Evaluation

Introduction

In our course project, we will explore how the unique demands of working in addiction treatment settings presents challenges to those in leadership roles to address employee satisfaction and high rates of turnover. Similarly, the external demands to adopt new evidenced based interventions tied to funding treatment can test the skills of seasoned addiction professionals. The first phase of program evaluation, conducting a needs assessment, will be addressed in the assignment for this unit. Davidson (2005) outlines the steps of program evaluation in The Key Evaluation Checklist (KEC) by focusing upon the report generated. The Preliminaries corresponds to what other authors reference as the needs assessment. Davidson (2005) breaks down this first phase to clarify the importance of establishing how the central challenge prompting the program evaluation should be defined.

The KEC (Davidson, 2005) follows the three phases of program evaluation that follows the needs assessment or preliminaries with establishing foundations or planning, and then conducting the evaluation or sub-evaluations and finally analyzing the findings and developing conclusions. The KEC guides the development of a full cycle of program evaluation in more detail than other models that you may see in other formats for organizing a report such as Moscoso, Chaves, Vidal, and, Argilaga (2013).

References

Davidson, E. J. (2005). *Evaluation methodology basics: The nuts and bolts of sound evaluation*. Thousand Oaks, CA: Sage.

Moscoso, S. C., Chaves, S. S., Vidal, M. P., & Argilaga, M. T. (2013). Reporting a program evaluation: Needs, program plan, intervention, and decisions. *International Journal of Clinical and Health Psychology*, 13(1), 58–66.

Learning Activities

u05s1 - Program Evaluation

Readings

Use the Capella University Library to complete the following:

- Read Chapter 3, "Identifying Evaluative Criteria," in *Evaluation Methodology Basics: The Nuts and Bolts of Sound Evaluation*, pages 23–52.

Multimedia

View the interactive media [Scenario 1: Imaleavin Addiction Treatment](#).

View the interactive media [Scenario 2: Stuckinmyways Addiction Center](#).

u05a1 - Needs Assessment

Note: Be sure to use the u05a1 Needs Assessment Template (located in the Resources) to complete this assignment.

In this assignment, you will be considering all of the information provided in the scatterdesk media piece for your specific scenario in order to initiate a needs assessment. Using the Key Evaluation Checklist from *Evaluation Methodology Basics*, address the following elements from the preliminary phase (also known as the needs assessment phase):

- Who asked for this evaluation and why?
- What are the main evaluation questions?
- Who are the main audiences?

Provide an initial response to the next phase of the program evaluation, identified in *Evaluation Methodology Basics* as the foundations phase (also commonly called the planning phase).

- Describe the relevant history that provides context for the evaluation. In particular, address the development and competency of the supervisees of the clinic within the context of the scenario you are evaluating.
- Describe the evaluand (see *Evaluation Methodology Basics*, Chapter 3). Assess the quality of the evaluand and potential criteria for assessment.
- Identify the consumers (the recipients or impactees). This may include both the clinic's clients and the clinical staff.
- Identify resources available to create, maintain, and help the program or policy succeed.

Submit the following document for this assignment:

1. Submit your assignment using the following file naming format: YourName-UnitNumber-AssignmentTitle (example: ImaLearner-Unit5-NeedsAssessment).

Submission Requirements

To successfully complete this assignment, you must meet the following requirements:

- **Written communication:** Written communication must be grammatically correct and free of errors that detract from the overall message. Writing should be consistent with graduate level scholarship.
- **APA formatting:** Title page, main body, and references should be formatted according to APA (6th edition) style and formatting.
- **Number of resources:** Minimum of five scholarly resources. Distinguished submissions typically exceed this minimum.
- **Length of paper:** 5–7 typed double-spaced pages. No abstract or table of contents is required.
- **Font:** Times New Roman, 12 point.

Course Resources

[Evaluation Methodology Basics: The Nuts and Bolts of Sound Evaluation](#)

[APA Style and Format](#)

u05d1 - Needs Assessment

The needs assessment is a key step to identify where change may be effective in an organization or agency. Applying the Key Evaluation Checklist, outline how a needs assessment (or the "preliminaries") might reveal needed information to understand different rates of program completion by gender, age, or ethnicity.

Response Guidelines

Respond to at least two other learners in a manner that advances the discussion in a meaningful way. Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand.

Course Resources

Unit 6 >> Counselor Development

Introduction

Supporting the development of supervisees encompasses larger goals than simply completing basic job duties. Taking a long view of the goals and training needs of a supervisee requires a generosity to consider what they may need as they move to other opportunities. Culbreth and Cooper (2008) make the connection between the development of the supervisor and their ability to support the development of the addiction professionals supervised. Taking into consideration how addiction professionals may have differing preferences and expectations of the supervisory relationship based upon their own recovery status is helpful to consider.

Our discussions in this unit provide opportunities to explore the implications of supporting addiction professionals' development. Using the developmental models introduced in our text (Corey, Haynes, Moulton, & Muratori, 2010), we can examine how effective supervision sessions can integrate key concepts. Extending from this application of theory, we can consider the implications for transference and counter-transference of supervisees.

Working in the addiction field can provoke strong reactions to clients for even the most experienced professionals. Processing reactions supervisees have to their clients (counter-transference) and their clients' misplaced reactions to them (transference) can be challenging to the supervisory relationship as our text (Corey, Haynes, Moulton, & Muratori, 2010) outlined in Chapter 3.

References

Corey, G., Haynes, R., Moulton, P., & Muratori, M. (2010). *Clinical supervision in the helping professions: A practical guide*. Alexandria, VA: American Counseling Association.

Culbreth, J. R., & Cooper, J. B. (2008). Factors impacting the development of substance abuse counseling supervisors. *Journal of Addictions and Offender Counseling*, 29(1), 22–35.

Learning Activities

u06s1 - Counselor Development

Readings

Use the Capella University Library to complete the following:

- Read Culbreth and Cooper's 2008 article, "[Factors Impacting the Development of Substance Abuse Counseling Supervisors](#)," from *Journal of Addictions and Offender Counseling*, volume 29, issue 1, pages 22–35.

Multimedia

View the video presentation [Supervision Scenario 2](#). You will refer to this video in this unit's first discussion.

u06s2 - Assignment Preparation: Program Intervention

For your next assignment, due in Unit 7, you will be writing an intervention for your chosen agency based on the Needs Assessment completed in Unit 5. Please see the full instructions in Unit 7. Refer to the Program Intervention scoring guide to learn how you will be graded.

u06d1 - Developmental Supervision

Review *Supervision Scenario 2* from this unit's studies and analyze the supervisor's responses from a developmental model of supervision. These models were presented in *Clinical Supervision in the Helping Professions* in Chapter 4, pages 75-80, from your Unit 2 readings. While we do not know his specific intentions, explain how the model is reflected in the supervisor's responses to the supervisee.

Response Guidelines

Respond to at least two other learners in a manner that advances the discussion in a meaningful way. Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand.

Course Resources

Graduate Discussion Participation Scoring Guide

[Clinical Supervision in the Helping Professions](#)

u06d2 - Countertransference and Transference

Countertransference and transference issues can arise between an addiction professional and client. Addressing these issues in supervision can benefit professional development.

Describe an example of countertransference or transference that may develop in an addiction treatment setting between a client and an early career addiction professional. How can supervision be used effectively to address the conflicted feelings that may arise for the new professional? What boundary issues would be important for the supervisor to consider?

Response Guidelines

Respond to at least two other learners in a manner that advances the discussion in a meaningful way. Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 7 >> Performance Evaluation

Introduction

When performance evaluation inspires dread for supervisees and supervisors alike, the potential benefits of the process may be lost. Some of the negative aspects are avoidable when evaluation is approached as an ongoing process (Laschober, Tormes Eby, & Sauer, 2013) rather than an annual event to be avoided until the last possible moment. Withholding accurate feedback can undermine the morale of strong performers and deprive those in need of improvement the opportunity to make needed changes or reflect upon whether they may want to take a different path. One might assume that those in the helping professions focused on supporting clients to make changes would have an acute sensitivity to the importance of a continuous process for evaluation, but our human inclination to avoid uncomfortable conversations may cause us to make the same mistakes that plague work settings in other fields.

The importance of recognizing that some counselors struggle in substance use disorder treatment settings is key to understanding many of the issues related to high turnover in the field (Laschober & de Tormes Eby, 2013). Providing timely feedback and having difficult conversations regarding the fit for some in the mental health field to work in addictions settings is well worth the effort to help early career counselors acknowledge when their performance issues reflect that the setting is simply not a good fit for them.

References

Laschober, T. C., de Tormes Eby, L. T., & Sauer, J. B. (2013). Effective clinical supervision in substance use disorder treatment programs and counselor job performance. *Journal of Mental Health Counseling, 35*(1), 76–94.

Laschober, T. C., & de Tormes Eby, L. T. (2013). Substance use disorder counselors' job performance and turnover after 1 year: Linear or curvilinear relationship? *Administration and Policy in Mental Health and Mental Health Services Research, 40*(4), 300–310.

Learning Activities

u07s1 - Performance Evaluation

Readings

Use the Capella University Library to complete the following:

- In *Clinical Supervision in the Helping Professions*:
 - Read Chapter 10, "Evaluation in Supervision," on pages 217–235.
- Read Laschober, de Tormes Eby, and Sauer's 2013 article, "[Effective Clinical Supervision in Substance Use Disorder Treatment Programs and Counselor Job Performance](#)," from *Journal of Mental Health Counseling*, volume 35, issue 1, pages 76–94.

u07a1 - Program Intervention

Note: Be sure to use the u07a1 Program Intervention Template (located in the Resources) to complete this assignment.

Based upon the analysis of the Needs Assessment completed in Unit 5, propose an intervention for the agency that will help them address the specific identified needs. The intervention should integrate specific tasks for the supervisors at the clinic consistent with the models and methods of supervision explored in this course. The intervention should be supported by scholarly literature and include how the agency will measure the outcome of the intervention to evaluate its effectiveness. Once again, please reference the Key Evaluation Checklist from *Evaluation Methodology Basics* in order to execute the following steps:

- Describe the proposed intervention using supervisory methods or models.
- Evaluate the quality of the intervention's content and proposed implementation.
- Predict the quality of the impacts on the immediate recipients and other impactees (likely to be supervisees at the clinic and clinic clientele).
- Assess the potential costs of the proposed intervention against an alternative intervention.
- Assess the potential for the intervention to be exported to other settings.

Submit the following document for this assignment:

1. Submit your assignment using the following file naming format: YourName-UnitNumber-AssignmentTitle (example: ImaLearner-Unit7-ProgramIntervention).

Submission Requirements

To successfully complete this assignment, you must meet the following requirements:

- **Written communication:** Written communication must be grammatically correct and free of errors that detract from the overall message. Writing should be consistent with graduate level scholarship.
- **APA formatting:** Title page, main body, and references should be formatted according to APA (6th edition) style and formatting.
- **Number of resources:** Minimum of five scholarly resources. Distinguished submissions typically exceed this minimum.
- **Length of paper:** 5–7 typed, double-spaced pages. No abstract or table of contents is required.
- **Font:** Times New Roman, 12 point.

Course Resources

u07a1 Program Intervention Template

[APA Style and Format](#)

u07d1 - Performance Evaluation

Review the assigned chapter in your text and identify key responsibilities that would be important to evaluate for staff in an addiction setting.

- What do the findings in the Laschober, Tormes Eby, and Sauer article suggest regarding how supervisors can be most effective in evaluating and supporting the work of supervisees?
- What gaps may exist between traditional evaluation methods and the most effective aspects of supervision identified by Laschober et al.?

Response Guidelines

Respond to at least two other learners in a manner that advances the discussion in a meaningful way. Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 8 >> Key Topics in Administration for Addictions Treatment

Introduction

Managing programs in the helping professions presents unique challenges. Topics common to any management setting are present with the added concerns of providing services to clients in crisis. Addiction treatment settings are often an atmosphere where clients are particularly vulnerable and challenge staff and program managers to maintain stable environments where clients can change and staff can find fulfillment in making a difference. Demands to contain costs can place additional burdens upon managers as they meet the hard realities of budgets and multidisciplinary departments (Bogo, Paterson, Tufford, & King, 2011).

One of the most rewarding aspects of an administrative position in the helping professions can be preventing problems before they even happen. The impact of a strong manager may be underestimated when the structure they provide works seamlessly to create a stable treatment environment. Effective risk management addresses problems before they happen. Even with strong policies to minimize risk in place, crises can still occur, but when they do, staff are better prepared and the negative consequences are minimized (Corey, Haynes, Moulton, & Muratori, 2010).

Another strategy to develop a stable and effective treatment environment is to explore how evidence based interventions can strengthen treatment. The range of formal training and preparation to review treatment literature can vary significantly among staff in addiction treatment settings (Amodeo, Lundgren, Fernanda Beltrame, Chassler, Cohen, & D'Ippolito, 2013). An effective supervisor can help to bridge those gaps and support staff development as the field continues to evolve.

References

Amodeo, M., Lundgren, L., Fernanda Beltrame, C., Chassler, D., Cohen, A., & D'Ippolito, M. (2013). Facilitating factors in implementing four evidence-based practices: Reports from addiction treatment staff. *Substance Use and Misuse, 48*(8), 600–611.

Bogo, M., Paterson, J., Tufford, L., & King, R. (2011). Supporting front-line practitioners' professional development and job satisfaction in mental health and addiction. *Journal of Interprofessional Care, 25*(3), 209–214.

Corey, G., Haynes, R., Moulton, P., & Muratori, M. (2010). *Clinical supervision in the helping professions: A practical guide*. Alexandria, VA: American Counseling Association.

Learning Activities

u08s1 - Key Topics in Administration for Addictions Treatment

Readings

Use the Capella University Library to complete the following:

- In *Clinical Supervision in the Helping Professions*:
 - Read Chapter 8, "Legal and Risk Management Issues and Supervision," on pages 173–191.
- Read Amodeo, Lundgren, Fernanda Beltrame, Chassler, Cohen, and D'Ippolito's 2013 article, "Facilitating Factors in Implementing Four Evidence-Based Practices: Reports from Addiction Treatment Staff," from *Substance Use and Misuse*, volume 48, issue 8, pages 600–611.
- Read Bogo, Paterson, Tufford, and King's 2011 article, "Supporting Front-Line Practitioners' Professional Development and Job Satisfaction in Mental Health and Addiction," from *Journal of Interprofessional Care*, volume 25, issue 3, pages 209–214.

u08s2 - Assignment Preparation: Program Evaluation

The final component of your course project, Program Evaluation, is due in Unit 9. Review the course project information as well as the Unit 9 assignment description and scoring guide to understand the requirements of this assignment.

u08d1 - Evidence Based Practices

Review factors that facilitate counselors adopting evidenced based practices (EBPs) in our assigned reading. Select three factors and consider how they might apply to an agency where the majority of the staff do not have formal training in counseling approaches.

Response Guidelines

Respond to at least two other learners in a manner that advances the discussion in a meaningful way. Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand.

Course Resources

Graduate Discussion Participation Scoring Guide

u08d2 - Balancing Clinical Supervision and Program Management

Review the challenges of a program-management-focused supervisory structure highlighted by Bogo et al. (2011).

- What models of supervision or specific strategies could be implemented to address the challenges described in the article?
- How can a manager balance more task-focused or administrative responsibilities with effective clinical supervision?

Response Guidelines

Respond to at least two other learners in a manner that advances the discussion in a meaningful way. Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 9 >> Research and Ethical Considerations

Introduction

Professional codes of ethics generally address the ethical considerations for research in the field covering broad principles (ACA, 2014). Research in the field of addictions places additional demands upon researchers with federal guidelines that protect confidentiality and the care required to protect client data. Clients in addiction treatment settings are vulnerable, so safe guards to protect their wellbeing are critical to ethical research (Lambert, 2011). Exploring these more specific ethical obligations sharpens the attention we give to program evaluation data collection and analysis.

As the final course project takes shape during this unit, integrating ethical considerations warrants careful thought. Lambert (2011) provides a strong summary of range of issues to consider to protect the welfare of clients during the research process. Protecting their confidential records and gaining clear informed consent as needed are two primary responsibilities a researcher must consider. How we manage the data and how it is presented warrants our attention and care.

References

American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author.

Lambert, S. (2011). Ethical and legal issues in addictions outcome research. *Counseling Outcome Research and Evaluation*, 2(1) 25–36.

Learning Activities

u09s1 - Research and Ethical Considerations

Readings

Use the Capella University Library to complete the following:

- In *Clinical Supervision in the Helping Professions*:
 - Read Chapter 8, "Managing Crisis Situations," on pages 197–214.
- Read Moscoso, Chaves, Vidal, and Argilaga's 2013 article, "[Reporting a Program Evaluation: Needs, Program Plan, Intervention, and Decisions](#)," from *International Journal of Clinical and Health Psychology*, volume 13, issue 1, pages 58–66.

u09a1 - Final Program Evaluation

Note: Be sure to use the u09a1 Final Program Evaluation Template (located in the Resources) to complete this assignment.

Utilizing feedback provided by your instructor and further investigation of the identified problem, present the entire cycle of your program evaluation developed in the past two assignments (Units 5 and 7). Highlight areas edited to demonstrate where you have made changes.

- Assess the ethical implications of the proposed intervention. **Note:** while you considered this in Unit 3 when first encountering the scenario, this element was not a required element in Units 5 or 7 and will be an additional consideration to add to this final project.
- Review the elements of Units 5 and 7. Based on the feedback that you received for each assignment, make appropriate revisions, and highlight the areas where you make changes in this final document from what you submitted in the prior assignments.
- Anticipate challenges that would be relevant to consider in the data gathering and implementation stage of the intervention. This will serve as your summary.

Submit the following document for this assignment:

1. Submit your assignment using the following file naming format: YourName-UnitNumber-AssignmentTitle (example: ImaLearner-Unit9-ProgramEvaluationFinalProject).

Submission Requirements

To successfully complete this assignment, you must meet the following requirements:

- **Written communication:** Written communication must be grammatically correct and free of errors that detract from the overall message. Writing should be consistent with graduate level scholarship.
- **APA formatting:** Title page, main body, references should be formatted according to APA (6th edition) style and formatting.
- **Number of resources:** Minimum of five to seven scholarly resources. Distinguished submissions typically exceed this minimum.
- **Length of paper:** 12–15 typed double-spaced pages. No abstract or table of contents is required.
- **Font:** Times New Roman, 12 point.

Course Resources

u09a1 Final Program Evaluation Template

[APA Style and Format](#)

u09d1 - Procedural and Ethical Issues in Program Evaluation

As you develop the final draft of your Program Evaluation Project, consider the assigned readings for this unit and highlight procedural and ethical issues that you may not have considered to this point. How can they be integrated in program evaluation in an addiction setting?

Response Guidelines

Respond to at least two other learners in a manner that advances the discussion in a meaningful way. Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 10 >> Wrapping Up

Introduction

Over the past 10 weeks, we have explored a wide range of literature to inform the complex demands of supervision in an addiction setting. Balancing clinical supervision with traditional program management responsibilities presents unique challenges and the field continues to create complex cross-disciplinary settings that disrupt traditional less integrated care models (Bogo, Paterson, Tufford, & King, 2011).

Our discussions and course project challenged us to weave together complex ideas drawn from supervision, program evaluation, and management theory. As our time together comes to a close, this unit offers the opportunity to reflect upon what you have gained and how it will apply to your career going forward.

References

Bogo, M., Paterson, J., Tufford, L., & King, R. (2011). Supporting front-line practitioners' professional development and job satisfaction in mental health and addiction. *Journal of Interprofessional Care*, 25(3), 209–214.

Learning Activities

u10s1 - Wrapping Up

Readings

Use the Capella University Library to complete the following:

- Read Amodeo, Storti, and Larson's 2010 article, "[Moving Empirically Supported Practices to Addiction Treatment Programs: Recruiting Supervisors to Help in Technology Transfer](#)," from *Substance Use and Misuse*, volume 45, issue 6, pages 968–982.
- Read Schütz, Linden, Torchalla, Li, Al-Desouki, and Krausz's 2013 article, "[The Burnaby Treatment Center for Mental Health and Addiction, a Novel Integrated Treatment Program for Patients With Addiction and Concurrent Disorders: Results From a Program Evaluation](#)," from *BMC Health Services Research*, volume 13, page 288.

Campus Resources

Please review internship resources for the Master of Science in Addiction Treatment, found on the [Counseling Fieldwork Resources](#) page on Campus.

u10d1 - Supervision Takeaways

Reflect upon what you have gained in this course. Begin by rereading your posts to our Unit 1 discussions. How has your understanding of supervision evolved across this quarter? What resources and activities from the course have impacted your understanding the most?

Response Guidelines

Respond to at least two other learners in a manner that advances the discussion in a meaningful way. Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d2 - Program Evaluation in Supervision

Our course integrates program evaluation as an important process that informs program management and supervision in addiction treatment settings. Summarize how understanding the role of program evaluation offers opportunities to an early career addiction professional promoted to a supervisory role.

Response Guidelines

Respond to at least two other learners in a manner that advances the discussion in a meaningful way. Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d3 - Internship Supervision

Some of you will be moving into internship in a future quarter, and others are taking this course as a stand-alone experience. If you will be in internship, how does this course change the way you view your role as a supervisee in your internship? If you will not be going into internship, how does this course inform your ideas about your own supervision of an intern?

Response Guidelines

Respond to at least two other learners in a manner that advances the discussion in a meaningful way. Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand.

Course Resources

Graduate Discussion Participation Scoring Guide